



# Constructing Support

## Teaching Rubric

Rubrics for teacher assessment for Constructing Support (Grades 9-12)

**Constructing support is the process of building systems of support for assertions.**

A. *Makes a claim based on observations or evidence.*

4. Makes a claim based on observations or evidence that have been carefully and thoroughly considered.
3. Makes a claim based on observations or evidence.
2. Makes a claim that is not well thought out.
1. Makes a claim without any consideration of observations or evidence.

B. *Provides information that elaborates on or explains the claim.*

4. Provides clear, complete, relevant, and convincing information and examples for a claim. I consider what information and examples are missing, and I explain how this might affect an evaluation of the claim.
3. Provides clear, sufficient, and relevant information and examples for a claim.
2. Provides some relevant information and examples for a claim, but I provide some that are not relevant.
1. Provides information and examples for a claim that are not relevant to the claim.

C. *I qualify or restrict a claim.*

4. I carefully provide relevant and reasoned qualifications or restrictions for a claim, resulting in a well-defended claim.
3. Provides relevant qualifications or restrictions for a claim.
2. Provides qualifications or restrictions for a claim that represent some misconceptions about the topic; or I leave out some relevant qualifications or restrictions.
1. Provides qualifications or restrictions for a claim that represent serious misconceptions about the topic; or provides irrelevant qualifications or restrictions.

Adapted from McREL Institute